**Planning for Learning: Using the IPA as an Instructional Focus**

Discuss the role of proficiency and performance in the classroom and explore the implications for development and assessment of literacy skills in each mode of communication. Consider the role that the essential question plays when assessing linguistic and cultural skills. Select authentic text and work with strategies that require learners to engage meaningfully with both literary and informational texts. Consider how authentic text is used to create mini instructional IPAs. Engage in and discuss evidence-based practices for teaching writing to explain, persuade and convey experience. Consider how interpersonal tasks are designed so that learners must negotiate meaning while increasing fluency, complexity of text and accuracy. Reflect on how standards-based grading aligns with best practices in instruction and assessment.

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| **Intended Outcomes**  **for Teachers** | **Connection to Student Learning Outcomes** |
| Teachers will explain the difference between performance and proficiency. | Students will identify their current performance level and be able to identify next steps in terms of growth for each mode of communication. |
| Teachers will explain the rationale for a standards-based grading system that reports performance for each mode of communication. | Students will use feedback from rubrics and grades to set personal goals for growth. |
| Teachers will use unit essential questions to anchor unit goals and assessments. | Students will demonstrate an ability to address aspects of the essential question through the application of 21st Century Skills. |
| Teachers will apply literacy strategies when working with authentic texts. to anchor learning activities and for assessment. Participants will analyze assessments designed to address both literal and interpretive comprehension. | Students will demonstrate growth in interpretive communication. |
| Teachers will identify strategies for developing interpersonal communication and will determine how the interpersonal mode will be assessed | Students will demonstrate growth in interpersonal communication. |
| Teachers will identify writing strategies that allow students to grow from phrase to sentence to paragraph when writing to explain, persuade and convey experience. | Students will demonstrate growth in presentational communication. |
| Teachers will analyze performance tasks and assessments designed to measure cultural awareness and understanding. | Students will demonstrate increasing cultural competence through assessments that promote investigation of other cultures and their own. |

**Agenda**

**Part 1**: What is the difference between performance and proficiency and what are the implications for assessment and grading? How do I use proficiency guidelines and performance domains to advance student learning?

* Performance Toward Proficiency
* From Skills to Modes
* Standards-based Grading Considerations
* Role of Authentic Text and Images in designing instructional IPAs

**Part 2:** What is the purpose of the essential question?

* Development of an Essential Question
* Using the Essential Question to Develop Learning Experiences and Assessments
* Using the Essential Question to Develop Cultural Awareness

**Part 3:** How do I develop and assess performance in the interpretive mode?

* Interpretive reading/listening/viewing - before, during and after strategies
* Assessment strategies
* Interpretive rubrics

**Part 4**: How do I develop and assess performance in the interpersonal mode?

* Development of key skills - asking questions and follow-up, expanding answers, circumlocution
* Functional vocabulary stems
* Assessment strategies
* Interpersonal rubrics

**Part 5:** How do I develop and assess performance in the presentational mode?

* Development of key skills - from sentence to paragraph
* Assessment strategies
* Presentational rubrics